

Progress Group

2019-20

Progress group is a very energetic group. They have an interest in learning new things and have the ability to learn quickly. They follow the rules in the school. They work in harmony and it shows during their work. Whenever there is a discussion going on in the group, many children participate on the topic.

They love to enact dramas and have enhanced their listening and speaking skills through dramas. During March, many children of the group took holidays due to which they missing learning many topics and had difficulty in concentrating. A few children can't read Hindi and English properly.



There are 14 boys and 6 girls in the progress group, due to which the group tends to become quite boisterous and at times the boys are quite a handful for the younger didis.

The children get so excited that they speak all together and it becomes difficult for us to make them understand. After a lot of effort, they have finally understood and now listen to each other and talk one at a time. Whenever they see Didi they have a lot to say - it could be about themselves, their friends or insects - it shows that they are curious about learning.

PHYSICAL DEVELOPMENT

Children have increased their stamina, strength and flexibility. Most children listen to instructions carefully but some get excited and not listen to instructions carefully thus making mistakes. At the beginning of July they wanted to play football on more number of days in a week. But they had difficulty in doing so. Finally they came to didi and told her - *"Please Didi make a new timetable for us and you choose the game and we will follow that timetable"*. In mid-September, they started learning yogasana. It was difficult for all the children except for the ones who stay in the hostel, as they do yogasana in every morning. They learnt some warm-up exercises, surya namaskar and then basic yogasanas. The children of Progress group are physically very energetic and active. The boys understandably have ability to do more. Once a week they go for running and do exercises on the hill. They also sprint and jog on the road on running day. The rest of the days they exercise and start playing the scheduled games. They play football, base-kickball, Touchball, kabaddi, king kabaddi, chain game, ice and water, hide and seek, *pakdan-pakdai* and dodgeball. During the game, the boys are now more friendly with the girls and pass the ball to them, encourage them to play and don't quarrel with them. Manya and Parul were the first ones to energetically play football with the boys. Seeing them the other girls have also followed suit.



FOOD

All the children have good food habits. They usually sit in groups - mostly the girls sit with other older girls and all boys sit together. They take food according to their needs and they don't waste.



ASSEMBLY

Children participate in Assembly, which is held every Monday and Friday. They sing songs and listen to the singing of other groups. Some children sing loudly but others do not remember the lyrics, so they sign softly.

HOSTEL

Most of the children come from their home, except for (Pratik, Parul, Prerna, Pallavi and Manya). They usually sleep at 9:30 pm and wake up at 5:45am. Health and hygiene

Children usually come to school wearing clean clothes. They usually brush their teeth at home and some children do brushing in the hostel. They wash their hands before having their food and clean their utensils before using them. Some children don't wear footwear.

Languages



HINDI- All the children can read by themselves. They like to read 'Panchatantra' stories. After reading the stories all of them narrate the stories in their own words. They chant every morning in the Hindi class. Most of them sit quietly while chanting but a few of them are distracted. They learnt some Hindi songs. Their memory is good and they quickly learn new songs.

They are learning how to form sentences. Some take less time to complete their work, whereas others take more time. They write paragraphs on given topics such as school, tree, water classroom, etc. At storytelling time all of them sit quietly and listen attentively. They love listening to stories and are not distracted during that time. They are learning opposite words. They mix their own local words with Hindi and they need to be more conscious of that. Children do self reading twice a week. Sometimes they watch short Hindi films.



ENGLISH- Most of the children have improved in reading and writing. They can read fluently and without any hesitation. They have started reading books that are a little more difficult. Some children are having difficulty even now but they are trying to catch up. Most of the children like to read books of Panchatantra, bedtime stories, fairy tales and pick up big letter books. They have learnt songs like *In the jungle The mighty jungle, Una poloma blanca, Waltzing*

Matilda and The Ugly Duckling. They like to sing with action because they can remember more easily.

To develop their spoken language, they are made to enact small dramas. For Janmashtami they performed a drama of Krishna, and on Ganesh Chaturthi they did two plays on Kubera and Kaveri. Most of the children found it easy to remember the dialogues but for a few children it was difficult. Most of the children like to take dictation. They can write the words correctly but some have difficulty in writing fast and correctly at the same time. Now they can write four to five letter words. Many children of Progress group have improved their

handwriting and now have a neat handwriting. They have learnt some grammar like articles, singular and plural and opposite words. Sometimes they play language games to improve their spellings.

Oriya- The children have learnt Oriya alphabets. In the initial stages, they are continuing to play flash card games for their development.





MATHS- The group is divided into 3 sub-groups-A, B & C. We revised the previous concepts such as the 4 operations, measurements, place value, shapes and money. Group A is able to understand these concepts but B and C groups still require more practise. We have introduced a new concept - fractions, through games. They are able to draw the figure and can recognize unit fractions, like and

unlike fractions, numerator and denominator. We did a few more activities on measurements of weight, length and capacity and their units. Many children face problems in understanding simple word problems. We have been working on this.

They have clarity about vertex, sides, edges, faces of solid shapes and can identify shapes and differentiate between plane shapes and solid shapes. They are able to do exercises after the chapter has been explained. In money concept, their understanding has improved and they can convert rupees to paisa in written form. On Mondays, they are playing games related to Mathematics.

PROJECT

The children have learnt about all the systems of our body, plants, birds, food, seasons, myself, first-aid, natural disasters,. They did many experiments. Whenever an experiment is done, all the children want to be first and they are very excited about it. Nowadays the children are concentrating and taking interest. During discussions all the children participate and share their thoughts. Since September some children have independently started writing answers in their own words. Beginning of October children started giving presentations of the project. Some children hesitate to present while others confidently present and give all information about the topic.

NATURAL DISASTER- We started our project with a discussion on trees, mountains and natural disaster. We then introduced natural disasters. Next we made them recollect and write the names of all the natural disasters. Then we took up each disaster individually and discussed about it. We started with floods. The children enjoyed it very much and could relate it to their own life and to nature. They wrote about the causes, effects and the things we should do save ourselves from floods. Before discussing about floods we learnt about water cycle, as a basic requirement. The children watched videos on water cycle for better understanding.

The children made charts on water cycle and floods and really enjoyed it. They understood most of it. The children were made to explain each disaster in writing. They watched videos and images on water cycle and each disaster which helped them understand better. They could make the charts easily. They also did experiments on some disasters and made models of them. They learnt about earthquakes and how it happens. They also learnt about how we can save our home and ourselves.

FIRST-AID- We started our project with discussion on first-aid. Children attentively listened and participated in answering the questions. Children involved themselves in learning about first-aid. Whenever we discussed about giving first-aid at our home, they took more interest.



SEASONS- The Project started with a discussion on fruits and then children started talking about weather. When we asked them about the seasons, none of them were sure what season was on at that time - some of them said summer and some said monsoon. Then we started working on seasons and started with rainy season. They shared their feelings about rain. All of them like rain and love to play on the field during rain. They also learnt about seasonal fruits. Some children took time to learn about weather.

MYSELF-- This project was held as per children's needs. We observed in children that that they have difficulty in speaking, listening, sitting, eating and talking. Whenever a question is asked, they have difficulty in converting their answer into sentences. They tend to answer in words and phrases. At the beginning we asked them what do you understand by "Myself"? They said "meri body"; when we asked again they replied "mera sharir". It took many days for

them to understand the meaning of "Myself" because they do not think about themselves. As we moved ahead, we related incidents to situations and gradually they started thinking more about themselves. Then we moved on to personal qualities. For them to understand the meaning of quality, we worked on their habits which was easier for them to relate to. They shared their feelings and then understood about qualities. Through this project they also improved their listening skills.

SPORTS- This project was taken to learn the value of sports in our daily life. We started our project at the beginning of November when children started practising for sportsday. They confused sports with sportsday. Then we asked what do we do on sportsday. They shared about games and skills that they performed last year. We discussed about the games, which they play in the school and at home. We then discussed about competitions. We started from Odisha, then our national game, as well as India's popular games.

Leg cricket and Polo were new names for them and they asked how they are played? We watched videos and learnt how to play and about the rules.

RIVERS- We started our project on river through drawings. Children enjoyed doing this

activity and expressed their feelings and developed their imagination. Some children needed help from didi. They drew people on the bank of the river washing clothes and throwing plastics in the river. First they learnt about the river of Odisha and then about the rivers of north India. They made map of India and showing all major rivers of north India. Some children made models and some of them made map of Uttarakhand to know about river Ganga and the source of Ganga.



FOOD AND HEALTH- With an aim to enable the children to understand the importance of food and balanced diet, we took up this project. To be healthy and protect themselves from diseases was also our aim. The objectives of the project were to know the components of food and their importance, importance of vitamins and minerals and deficiency diseases. We attempted to make this project as interesting as possible through reading, writing, games, cooking and watching videos. We started the project with a long

discussion on the importance of food for our body. Children gave satisfactory opinions about it. The answers were logical, scientific and also heart touching. One child said, "Food becomes more powerful if we pray before eating. So we can say Jay Mahapur (God) before we eat". They enjoyed all the activities such as writing, making charts, flash cards, cooking, watching videos, making games etc. Class 5th science books were used as reading materials. They did short type Question answers from the book but the long type answers were difficult for them. In the group they made food corners where they labeled the components of different types of Cereals, pulses, Fruits, vegetables and spices. So we had four corners- Carbohydrate, protein, Fats, vitamins and minerals. Children understood the term roughage through examples and were finally able to write its definition. The two days



that they cooked food were very exciting for them. They cooked lunch for everyone. The dishes were Rice, Dal, mixed veg, Green leafy vegetable and Lassi. The next day they prepared protein salad with sprouted grains. They learnt sprouting as well. Then we did deficiency diseases. Children saw some videos, read some books and discussed in the class. After all these activities, they made charts for better understanding and retention. They enjoyed colouring, drawing, cutting and pasting. Some children made flash cards of deficiency diseases and some indoor games. They also made an outdoor game card for fun. This game was also about deficiency diseases. Then we had a 40 marks test. Most of the children scored well but some children had too many spelling mistakes, whereas others had less understanding. The project was presented to the whole school in the form of a play, where they wrote the story only. Initially they could not give any ideas but after telling them some stories they finally came up with some. We realised that all their stories were quite similar. All wrote about deficiency diseases. Then we made a complete story of balanced diet and deficiency diseases and practised it for a week. Children joyfully did it and were excited to perform it.

CELEBRATIONS

During all occasions the children participate in the programmes. Children did three plays



during the last six months – “Ugly duckling”, “Krishna” and “Ganesha”. They performed well and during the play they help each other and made their play look good.

During “Ugly duckling” play, they began to learn to perform dramas. After this play they started taking interest in plays and decided on their own that they will do play on Krishna Janmashtami. They performed two plays related to Lord Krishna's life. After this they performed two plays on Ganesh Chaturthi. We divided children into two groups. First group learnt their dialogues quickly and second group took time in memorising their parts.

RAMAYAN PLAY

We started work on our Ramayan play on 17th October. We gave option to the children to choose their own role. All of them chose quickly excepted for 4 children. For them other children gave suggestions. All of them happily listened to the suggestions. They practised together happily and performed it well.

SPORTSDAY

First day of skating practise was quite difficult for them, as they could not understand instructions and make a formation. But they practised the formation and paid a lot of attention. The final performance was very good.

DANCE - Children like to perform dance and have an interest in learning. They performed on school's birthday. They learnt dance with Didi and took a long time in learning the postures. When Didi gave instructions, only some paid attention and that's why they always needed Didi's help. After November they also learnt western folk dance from didi.



PUZZLES

Children did 50-piece puzzles with their partner. Whenever they got a chance to choose puzzles on their own, they chose only 20-30 piece puzzles, which they could do alone.

Didi gave them bigger puzzles and asked them to work with a partner. If they got small piece puzzles, they refused to take it and requested for big and medium pieces puzzles.

ART

Children took an interest in learning art and craft. Some children listen to instructions carefully. But others do not understand what to do or how to do it and they ask questions in between. They have developed eye and hand coordination as well as improved their fine motor skills. Some of them can fold paper with proper crease and some of them still need more practise. When we do craftwork like quilling, cutting and pasting, some children paste the paper and quill strips neatly while others take Didi's help. They have learnt making hangings and different types of flowers.

Our aspiration for the group- Better time management

